Every Child Reads:
Excellence in Teaching and Learning
Units and Sections

The Every Child Reads: Excellence in Teaching and Learning professional development sequence includes the following units and sections:

❖ **Introduction to Every Child Reads Professional Development Materials**

The Introduction to Every Child Reads: Excellence in Teaching and Learning Support Materials describes how the professional development materials are designed to guide schools to collectively engage in structured school improvement aimed at accelerating achievement in the area of reading.

❖ **Unit 1: Introduction to Iowa's Reading First Program**

The purpose of this unit is to build a common understanding about Iowa's Reading First Program and the connections to state policy.

❖ **Unit 2: Selecting the Focus for Professional Development Efforts**

This unit is designed to guide school teams through the complex process of selecting the focus for professional development efforts.

❖ **Unit 3: Comprehensive Reading Program: Building a Foundation on Scientifically Based Reading Research**

Comprehensive reading program means a high-quality reading program of classroom instruction for all children, and intervention for children at risk of reading difficulty. This unit seeks to provide a model for schools to design a comprehensive reading program based on scientifically based reading research practices.

For more information on what a comprehensive reading program is, click here and open the document entitled "Definition of a Comprehensive Reading Program."

❖ **Unit 4: Meeting the Instructional Needs of All Learners**

In this unit, participants learn about best practices in structuring interventions for students, as well as deepen their understanding of a comprehensive reading program. This unit is currently under development.

❖ **Unit 5: The Phonemic Awareness Instruction Component of a Comprehensive Reading Program**

One of the five core components of reading instruction, phonemic awareness is the ability to hear, identify, and manipulate individual sounds—phonemes—in spoken words. Phonemes are the smallest units comprising spoken language.

For more information on phonemic awareness and phonemic awareness instruction, click here and view the documents entitled "Five Components of Reading: Phonemic Awareness" and "Instructional Activities Supporting Phonemic Awareness."

❖ **Unit 6: The Phonics Instruction Component of a Comprehensive Reading Program**

One of the five core components of reading instruction, phonics is the understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spelling that represent those sounds in written language). Phonics instruction teaches children the relationship between the letters (graphemes) of written language and the individual sounds (phonemes) of the spoken language.

For more information on phonic and phonics instruction, click here and view the documents entitled "Five Components of Reading: Phonics" and "Instructional Activities and Strategies Supporting Phonics."

❖ **Unit 7: The Fluency Instruction Component of a Comprehensive Reading Program**

One of the five core components of reading instruction, fluency is the ability to read a text accurately, quickly, and with proper expression.

For more information on fluency and fluency instruction, click here and view the documents entitled "Five Components of Reading: Fluency" and "Instructional Activities and Strategies Supporting Fluency."

❖ **Unit 8: The Vocabulary Instruction Component of a Comprehensive Reading Program, Section: Introduction**

One of the five core components of reading instruction, vocabulary refers to the words we must know to communicate effectively.

For more information on vocabulary and vocabulary instruction, click here and view the documents entitled "Five Components of Reading: Vocabulary" and "Instructional Activities and Strategies Supporting Vocabulary."

➢ **Section: Constructing Visual Representations**

Visual representations (graphic organizers) are tools to help students organize their understanding and recall of important ideas in the areas of vocabulary development and comprehension.

For more information on instruction in constructing visual representations for vocabulary, click here and open the document entitled "Description, Rationale, Instructional Moves, and References for Visual Representations."

➢ **Section: Structural Analysis**

Structural Analysis refers to the analysis of words by identifying prefixes, suffixes, root words, inflectional endings, contractions, word combinations forming compound words, and syllabication.

This section is currently under development.

- ❖ **Unit 9: The Comprehension Instruction Component of a Comprehensive Reading Program, Section: Introduction**

  One of the five core components of reading instruction, comprehension strategies are plans or procedures that readers use and apply when they hear text read aloud, when they read text with a teacher, and when they read independently.

  For more information on comprehension and comprehension instruction, click here For more information on vocabulary and vocabulary instruction, click here and view the documents entitled "Five Components of Reading: Comprehension" and "Instructional Strategies and Models Supporting Comprehension."

  - ➢ **Section: The Read-aloud**

    In the Read-aloud, the teacher models their reading and comprehension of informative, expository text so that students have an opportunity to learn science, social studies, mathematics, and other curriculum concepts.

    For more information on instruction utilizing the Read-aloud, click here and open the document entitled "Description, Rationale, Instructional Moves, and References for the Nonfiction Read-aloud."

  - ➢ **Section: The Talk-aloud**

    The Talk-aloud (as it is used in Every Child Reads) is a cognitive instructional strategy in which the teacher models the reading–writing connection in order for the student to learn to use the strategy.

    For more information on instruction utilizing the Talk-aloud, click here and open the document entitled "Description, Rationale, Instructional Moves, and References for the Nonfiction Talk-aloud."

  - ➢ **Section: The Think-aloud**

    The Think-aloud is a strategy in which the teacher models comprehension processes or strategies in order for students to learn to use these processes and strategies themselves.

    For more information on instruction utilizing the Think-aloud, click here and open the document entitled "Description, Rationale, Instructional Moves, and References for the Nonfiction Think-aloud."

  - ➢ **Section: Attending to Story/Text Structure**

    In story structure instruction, students learn to identify the categories of content. Instruction in the content and organization of stories improves students' comprehension and memory of stories.

    For more information on instruction pertaining to attending to story and text structure, click here and open the document entitled "Description and Rationale for Attending to Story/Text Structure."

> ➤ **Section: Constructing Visual Representations**

Visual representations (graphic organizers) are tools to help students organize their understanding and recall of important ideas in the areas of vocabulary development and comprehension.

For more information on instruction in constructing visual representations for comprehension, click here and open the document entitled "Description, Rationale, Instructional Moves, and References for Visual Representations."

> ➤ **Section: Question Answer Relationships (QAR)**

Question-Answer Relationships (QAR) is a reading strategy that explores the relationships between questions and their answers.

For more information on instruction utilizing QAR, click here and open the document entitled "Description, Rationale, Instructional Sequence, and References for QAR."

> ➤ **Section: Summarization—Generating Interactions between Schemata and Text (GIST)**

Summarization (GIST: Generating Interactions between Schemata and Text) is a summarizing strategy to use to assist students' comprehension and summary writing skills. Students use higher-order thinking skills to analyze and synthesize what they have read.

For more information on instruction utilizing GIST, click here and open the document entitled "Description, Rationale, Instructional Moves, and References for GIST."

❖ **Unit 10: Access to Print and Choosing Quality Nonfiction**

Access to Print and Choosing Quality Nonfiction is a curricular and instructional initiative. It provides a structure or routine that teachers use to select and organize nonfiction literature for their school and classrooms.

To download a bibliography of quality nonfiction literature to support science, social studies, and mathematics, click here and open the document entitled "Book Titles-Nonfiction."

❖ **Unit 11: Using Data to Guide Actions**

The purposes of this unit include:

o   To begin clarifying and summarizing student population data

o   To understand the different types of assessments and their uses

o   To determine the current status of your local standards and benchmarks as it relates to a comprehensive reading program and the assessments used to review student achievement in reading

o   To review, revise, and plan for implementation of the district assessment plan

o   To review, revise, and plan for implementation of the building action plan

o To organize and analyze student performance data and teacher implementation data in the areas of phonemic awareness, phonics, fluency, vocabulary, and reading comprehension

o To understand the relationship between student performance data and teacher implementation data

❖ **Unit 12: Instructional Leadership**

This unit will include modules to strengthen the role of an instructional leader with central office personnel and principals. This will include articles from the literature base clarifying the leadership role and areas that need priority in leading this work, practical suggestions for overcoming barriers and developing the knowledge, and skills to use data effectively in order to accelerate student learning.

This unit is currently under development.

• **Section: Explicit Instruction**

Explicit Instruction is generally a series of Think-alouds that may be used to teach phonetic principles, structural analysis, and other language arts concepts and processes.

The explicit instruction model provides teachers with a structure for explaining and demonstrating how reading works. It also provides students with mental models (approximations of the thinking involved), multiple opportunities for practice, and coaching, until they develop a high level of control of the reading concept, process, skill, or strategy being taught.

For more information on utilizing the explicit instruction model, click here and open the document entitled "Description, Rationale, Instructional Moves, and References for Explicit Instruction."

• **Section: Collaborative Strategic Reading (CSR)**

Collaborative Strategic Reading (CSR) teaches students to use comprehension strategies (Palincsar & Brown, 1984) while working cooperatively (Johnson & Johnson, 1989). Students of mixed achievement levels apply comprehension strategies while reading content area text in small groups of five students each.
This section is currently under development.

• **Section: Just Read!**

Just Read! is a schoolwide initiative that aims at getting more out of school reading already in place by setting a structure or routines for collecting and analyzing data.

• **Section: The Picture Word Inductive Model**

The Picture Word Inductive Model (PWIM) is an inquiry-oriented language arts model of teaching that employs photographs containing familiar objects,

actions, and scenes to elicit words in students' listening, speaking, reading, and writing vocabulary while helping them recognize and use phonetic and structural principles present in those words.

For more information on utilizing the Picture Word Inductive Model, click here and open the document entitled "Description, Rationale, Instructional Moves, and References for the Picture Word Inductive Model."

- **Section: Supporting English Language Learners**

  The goals of this section are:

  o To understand the stages of language acquisition of English Language Learners in order to optimize learning opportunities in both the areas of language and reading.

  o To understand how school systems and personnel can effectively respond to language and literacy needs of English Language Learners by integrating research-based knowledge into daily practices.

- **Section: Study of Implementation**

  Studying implementation of instructional efforts provides participants with:

  o an opportunity to review the data collection plan, regional profile form, and the reading scale for studying data.

  o an opportunity to review the purposes for studying implementation data and the definitions of the initial and the advanced study of implementation.

  o a model of an initial and an advanced study of implementation and share a completed Analyzing and Reporting Our Data Structured Response Sheet.

  o an opportunity to see a model using the analysis of implementation data to design future professional development activities.

  o an opportunity to engage in an initial or an advanced study of implementation data.

  o an opportunity to discuss and identify future actions needed.

For more information about the implementation of the Every Child Reads effort in your district or school, contact your AEA Reading Leader.

Every
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K-12

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